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Practicum experiences for the student teacher should be sequentially ordered, proceeding from the simple to the complex. Having identified the areas of instructional experience as (1) number of lessons taught per day, (2) number of pupils taught per lesson, (3) sequential context of the lesson taught, (4) cognitive level of the lesson taught, and (5) level of decision responsibility, it is possible to rate sequentially levels of experience in each area, e.g., 1.1 = less than one lesson per day, 1.2 = one lesson per day, 1.3 = two lessons per day, and so on. Moreover, these teaching experiences may be appraised in terms of the student teacher's (1) definition of objectives, (2) adjustment for individual differences, (3) selection of strategies (4) organization of environment, (5) interaction with pupils, (6) evaluation of pupil growth, and (7) definition of the next step. When the sequential stages of experience are ordered along a horizontal axis and the appraisal criteria are ordered along a vertical axis, a matrix demonstrating the relationship between the sequential stages of experience and the appraisal criteria is formed. (This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154.) (SG)

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APPENDIX L--A SEQUENCE FOR THE PRACTICUM

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OFFICE OF EDUCATION

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A SEQUENCE FOR THE PRACTICUM

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Levels of Instructional Experience

It is assumed that the integration of learning experiences proceeds from the simple to the complex and from the known to the unknown. The ordering of experiences for the I.M. during the practicum phases of his education is based upon this assumption.

Five areas of instructional experience have been identified:

1. The number of lessons taught per day
2. The number of pupils taught per lesson
3. The sequential context of the lesson taught
4. The cognitive level of the lesson taught
5. The level of decision responsibility

The number of lessons taught per day. In proceeding from the simple to the complex, the I.M. should proceed along a continuum as to the amount of teaching he does. At first, he would teach one lesson to his peers or to some children borrowed for the occasion. He might be expected to do this several times during a quarter or semester. If, during his practicum, he becomes associated with a particular classroom, as in student teaching, he will be expected to teach with increasing frequency and duration. This amount of teaching can be expressed as a rate of the number of lessons taught per unit of time. The following levels of this rate are proposed as being useful in ordering the practicum experiences of the I.M.:

1.1 Less than one lesson per day

1.2 One lesson per day

1.3 Two lessons per day

1.4 Three lessons per day

1.5 All except one or two lessons per day

1.6 All lessons per day

The numbers to the left of each category will be used for identification.

Level 1.1 might be the expected experience of I.M.'s at the beginning of the practicum. As the I.M. becomes associated with a classroom as a student teacher or intern, he will be expected to have experiences at levels 1.2, 1.3, and 1.4. Level 1.5 might be an expectation well along in the practicum and provide time for the I.M. to observe, attend seminars, or engage in other nonteaching activities.

The number of pupils taught per lesson. The number of pupils and groups being taught is a factor in the complexity of teaching, and this factor should form one area of instructional experience. The following levels of this area are proposed:

2.1 One pupil per lesson

2.2 One intraclass group per lesson

2.3 One whole class per lesson

2.4 Two or more intraclass groups per lesson

2.5 Individualized instruction

The first of these levels means that the I.M. teaches something to an individual pupil. In the second level, the I.M. works with a subgroup of the class, e.g., a reading group. The third level involves instruction of a whole class as a unit. The fourth level involves intraclass grouping during a lesson, e.g., project groups during a social studies lesson. The fifth level involves separate assignments and instruction for every pupil in the class. In this area, as in the others in this model, the higher levels are not necessarily more difficult to perform than the lower levels, but it is assumed that their management is more complex, i.e., there are more factors in the situation and more decisions are required of the I.M.

The sequential context of the lesson taught. During the beginning stages of the practicum, the I.M. will be expected to teach lessons which are more or less simple and direct and stand on their own. It is this latter quality, the discreteness or lack of discreteness of the lesson which constitutes this area. Lessons which result from previous learnings and planning require more factors to be considered in their planning than do discrete, one-shot lessons. The following levels of this dimension are proposed:

3.1 A discrete, one-shot lesson

3.2 A lesson in a subject area sequence

3.3 A lesson in a unit sequence

By subject area sequence is meant, for example, an arithmetic lesson in the sequence as presented in the text. A unit sequence is a teacher-planned sequence of learnings related to a topic or question, e.g., "Magnetism."

The cognitive level of the lesson taught. It is recognized that some lessons aim at fairly narrow kinds of cognitive responses, while others aim toward more complex operations. In general, the more complex the cognitive responses desired, the more factors which must be considered in teaching. The following levels of cognitive expectations of pupils are proposed:

4.1 Developing specific information

4.2 Developing objective generalizations

4.3 Developing creative thinking

These proposed levels are based upon models of teaching style developed by Shumsky*. Briefly, the first level involves the pupils in identifying specific information called for or given by the teacher, for example, finding the answer to an arithmetic example. The second level involves making a generalization about some information, and usually involves inductive reasoning, for example, finding the main idea of a story. The third level involves two elements: (a) divergent thinking and (b) subjective application. At this level, the I.M. recognizes a variety of responses to a question or problem, and encourages pupils to make connections between the problem and their personal experience. In general, the cognitive levels are cumulative, that is, level 4.2 involves elements of level 4.1 and level 4.3 involves elements of 4.2 and 4.1.

The level of decision responsibility. Teachers must make hundreds of substantive decisions every day. The degree to which these decisions are made independently by the I.M. represents an area of instructional experience during the practicum.

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*See In Search of Teaching Style by Abraham Shumsky. New York: Appleton-Century-Crofts, 1968.

The I.M. may make decisions concerning a lesson to pupils whom he will see only once and for whom he has no further responsibility. His only responsibility is for this one lesson, and the decisions concerning it are shared by an instructor or peers. A micro-teaching situation would be an example of this level of decision responsibility. At another level, the I.M. might share responsibility with a classroom teacher with whom he is working. At still another level, the I.M. may consult with an outside expert about his decisions. Finally, the I.M. may share decisions with a team of peers or be independent. This area of instructional responsibility might be viewed as the extent to which the I.M. is accountable for the pupil outcomes, or, conversely, the extent to which he is free from required supervision. The following four levels are proposed for this area:

5.1 Supervision by course instructor

5.2 Supervision by in-class supervisor

5.3 Supervision by out-of-class supervisor

5.4 Team or self-supervision

It is recognized that these levels of supervision are not necessarily independent of one another. For example, an I.M. in an intern situation may share decision making at all four levels at various times, but it is assumed that the I.M. will progress toward level 5.4 and that previous levels of supervision will be less and less common.

Observations and Seminars

In order to perform at the instructional levels listed, it is assumed that the I.M. will have available observable models of instruction at various levels and opportunities to verbalize his understandings. These activities should continue through the practicum. Models of teaching should include both recorded and live observation. The purpose of the observations is to clarify by example the meaning of various levels of instruction. If the levels of instruction were judiciously combined, the number of key observations could be kept to a reasonable number, e.g., two dozen.

The ability to verbalize the meaning of an experience is essential to being able to modify behavior in future experience. For this reason, opportunities for the I.M. to "try out" his ideas on his peers as well as his superiors is important if he is going to learn from experience and improve his performance.

Seminars or other forms of verbal interaction should be an essential part of the practicum.

Evaluation

Evaluation experiences are an essential part of the practicum, and should be involved throughout. The specific nature of evaluation in the practicum has been discussed in a separate section.

Other Roles of the I.M.

This model has focused upon instructional experiences of the I.M. in a fairly narrow sense. Many functions of an I.M. have not been mentioned, for example, counseling pupils, reporting to parents, selecting materials, controlling behavior, and planning, to name a few. With the exception of planning, which is an integral part of the appraisal procedures, no formal provision has been made to provide experiences in these other functions. It is assumed that these functions will be adequately covered if the I.M. has adequate experience in the various levels of instructional experience. This assumption may be over optimistic, and it should be examined in the light of experience.

The Sequence of Instructional Levels

The instructional levels represent the complexity of factors involved in the decision making responsibility of the I.M. The simplest level would involve less than one teaching per day of a discrete lesson to one pupil developing specific information and under the supervision of a course instructor. At the most complex level the I.M. would be teaching every lesson every day, at least one of which would be individualized instruction during a teaching unit in which creative thinking is being developed and under team or self-supervision.

Theoretically, there are 1,080 possible instructional levels that could form a sequence of experiences during the practicum. However, some possible levels have little practical value, and a useful sequence can be made using a more reasonable number of levels.

Setting aside areas 1 and 5 for the time being, a matrix of areas 2, 3 and 4 is shown in Table I. Certain areas of the matrix have been crossed out because they have little practical significance. It is seldom worth the effort to work up a system of individualized instruction or intraclass grouping, aside from informal discussion groups, for a discrete, one-shot lesson. Similarly, although single

TABLE I. SEQUENCE OF EXPERIENCES IN INSTRUCTIONAL LEVELS DURING THE PRACTICUM

		2.1 One Pupil	2.2 One Intra-class Group	2.3 Whole Class	2.4 Two or More Intraclass Groups	2.5 Individualized Instruction
3.1 Discrete Lessons	4.1 Developing Specific Information	Sequence I	I	II		
	4.2 Developing Objective Generalizations	I	I	II		
	4.3 Developing Creative Thinking	III	III	III		
3.2 Subject Sequence	4.1 Developing Specific Information		IV	IV	V	VII
	4.2 Developing Objective Generalizations		IV	IV	V	VII
	4.3 Developing Creative Thinking		IV	IV	V	VII
3.3 Teaching Unit	4.1 Developing Specific Information			VI	VI	VII
	4.2 Developing Objective Generalizations			VI	VI	VII
	4.3 Developing Creative Thinking			VI	VI	VII

pupils and groups may certainly be included in the planning and instruction of a subject sequence or unit, they are almost always included as part of the planning and instruction of all pupils and groups of a class.

The complexity of levels proceeds from lower to higher numbers and generally from the upper left to the lower right of the matrix. It is proposed that the sequence of experiences follow this same order. It is also proposed the various levels may be grouped into seven sequential stages. These stages are represented by the sequence numbers in the matrix and are listed below:

I. Discrete lessons which develop specific information or objective generalizations with a single pupil or small intraclass group.

II. Discrete lessons which develop specific information or objective generalizations with a whole class.

III. Discrete lessons which develop creative thinking with one pupil or one intraclass group or one class.

IV. Lessons in a subject-matter sequence at any cognitive instructional level with an intraclass group or a whole class.

V. Lessons in a subject-matter sequence at any cognitive instructional level with two or more intraclass groups.

VI. Lessons in a teaching unit at any cognitive instructional level with a whole class or two or more intraclass groups.

VII. Lessons in a subject-matter sequence or teaching unit at any cognitive instructional level with individualized instruction.

In relationship to time, a higher stage should not precede a lower stage, for example, a lesson in a subject-matter sequence should not be attempted before discrete lessons have been tried. However, it is probable that once a sequential stage has been reached, activities of preceding stages will be occurring simultaneously, for example, a I.M. teaching lesson in a subject-matter sequence may very well be teaching discrete lessons in other subjects during the same day.

The area of supervision, Area 5, is related to the sequential stages in the following way: Level 5.4, team or self-supervision, is at the postpracticum level and is beyond the scope of this model. Level 5.3, out-of-class supervision, applies to the latter portion of the practicum and to any stage of experience. Level 5.2, in-class supervision, applies to any stage of experience except VII, which will generally come after the I.M. has his own classroom. Level 5.1 should be reserved for microteaching and peer teaching situations in the early part of the practicum.

Area 1, the amount of teaching, is more difficult to relate to the matrix. Some of the difficulty may be because the amount of teaching per day may mean the number of different subjects being taught, or it may mean the number of different classes of the same subject. In any case, it is proposed that stages I, II and III precede level 1.2, one lesson per day; that stage IV precede level 1.3, two lessons per day; that stage V precede level 1.4, three lessons per day; that stage VI precede level 1.5, all lessons except one or two per day; and that level 1.6, all lessons per day precede stage VII. A diagram of these relationships is shown in Figure 1.

Sequential Stage	I	II	III	IV	V	VI			VII
Amount of Teaching	1.1			1.2	1.3	1.4	1.5	1.6	

TIME -->

Figure 1

Relationship Between the Amount of Teaching
Per Day and the Sequential Stages of Experience

Appraisal and the Sequences of Experiences

At this point, seven sequential stages of experience in the practicum training of elementary teachers have been identified. The next step is to relate these stages to the appraisal or evaluation criteria. An example of this relationship is shown in Table II.

It can be seen that the sequential stages, by defining the context of instruction, define the context of the appraisal. This fact should add to the reliability of any appraisal, and now we have a way of charting the development of teaching skills. The blank squares in the matrix may be filled in with the appraisal "score" for each defined skill at each stage of experience. The score might be from a five point scale or a three point scale or something as simple as "yes" or "no," or "go" or "no-go."

TABLE II

A MATRIX OF APPRAISAL CRITERIA AND SEQUENTIAL STAGES OF EXPERIENCE IN THE PRACTICUM

	Sequential Stages of Experience						
Appraisal Criteria	I	II	III	IV	V	VI	VII
Define Objectives							
Adjust for Individual Differences							
Select Strategies							
Organize Environment							
Interact with Pupils							
Evaluate Growth							
Define the Next Step							